DOCUMENT RESUME

ED 443 998 CE 080 565

TITLE	Lifework Planning Guide: A Student Guide to High School Planning.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	1999-09-00
NOTE	9p.
AVAILABLE FROM	For full text: http://www.dpi.state.wi.us/dpi/dlsis/let/lespghsp.html.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Career Choice; *Career Education; Career Information Systems; *Career Planning; Check Lists; *Course Selection (Students); Decision Making; Definitions; *Education Work Relationship; *Educational Counseling; Educational Needs; Educational Opportunities; Employment Opportunities; Employment Qualifications; Grade 8; Graduation Requirements; Guidelines; *High Schools; Information Sources; Job Skills; Junior High Schools; Needs Assessment; Occupational Clusters; Parent Participation; Postsecondary Education; Self Evaluation (Individuals); Statewide Planning; Student Educational Objectives
IDENTIFIERS	*Wisconsin

ABSTRACT

This document is designed to help Wisconsin eighth grade students, their parents, and their teachers plan an individualized course of study in high school that will help these students research their post-high school goals. The document begins by describing the process of lifework planning, which is intended to equip students with the research skills needed to form a realistic picture of job opportunities. Provided next are the following items: (1) a brief overview of four broad types of work; (2) definitions and sample jobs for the six career clusters used in Wisconsin schools to help students explore available career possibilities (agriculture/natural resources; arts and communications; business and marketing; health and medical; human services; and technology, engineering, and scientific); (3) a table detailing the courses required for graduation from Wisconsin high schools; (4) overviews of electives available in 11 curriculum areas; (5) a brief description of the Wisconsin Student Assessment System; (6) a checklist of nine employer-identified skills needed by all workers; (7) a checklist to help students assess where they are in the career-planning process; (8) a checklist for parents and guardians; and (9) addresses of eight contacts for more information on colleges, careers, and apprenticeships. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Lifework Planning Guide

A student guide to high school planning

G. Doyle

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
JOHN T. BENSON, STATE SUPERINTENDENT

BEST COPY AVAILABLE

CE 080 565

What is lifework planning?

Lifework planning helps you discover your interests, talents and abilities, and how to match them with occupations that are compatible with the family life you envision. It also helps you consider the levels of education and training you are willing to attain.

Lifework planning equips you with research skills to enable you to form a realistic picture of job opportunities. Because of its complexity, it needs the involvement of school staff, parents, and the community to help you learn lifework planning skills. These skills will enable you to do the following during your high school years:

- describe your tentative, post-school occupational goal or "career major"
- explain how your goal will accommodate and fulfill your interests, talents, values, and needs
- explain how your goal has influenced your educational plans, coursework, work experience, extracurricular involvement, etc.
- explain how the use of your career portfolio has facilitated your career development
- explain how your resources of family, teachers, counselors, and informational systems have been and will continue to be used in career-planning and decision-making
- explain how your career interest inventory results (part of the Wisconsin Student Assessment System Tenth Grade Knowledge and Concepts Exam) confirm, support, or reinforce your tentative goals

How to use this guide:

This guide is provided to help eighth grade students, their parents, and their teachers plan an individualized course of study in high school that will help these students reach their post-high school goals. The guide is meant to complement and reinforce career development activities offered by the school.

What type of work is for me?

What is work? Why do some people enjoy certain activities while others do not? How do choices in school influence someone's preparation for work? One way to answer these questions is to look at the different types of work.

Human deals with activities requiring interactions between people. Professions that fall into the predominantly "human" type of work include social work, psychology, teaching, or medical treatment.

Invention includes study and experimentation that leads to a new device, method, or process. The work might involve product research, the creation of new and better services, or making scientific discoveries.

Enterprise involves industrious and systematic activities and is usually associated with a business organization. Its importance rests in the utilization and development of people, capital, or equipment.

Technology is the application of scientific knowledge to manipulate data, information, or objects, especially in industry and commerce. Engineering, biology, and the computer industry are areas in which "technology" may dominate.

While many jobs are a combination of all four types of work, most tend to favor one of the four. Students need to have ongoing learning activities in all grades that help them explore which of the four types of work best accommodates their talents and abilities. School is a way for students to find out what interests them, what they're good at, and how they need to prepare for occupations that match their interests and abilities.

BEST COPY AVAILABLE

What careers interest me?

Career clusters are a means for grouping related careers into broad occupational interest areas. Each cluster includes careers/jobs ranging from entry-level jobs requiring no prior training or education, to semi-skilled occupations requiring technical training, to jobs that require a four-year degree. Jobs within a single career cluster may fit into any of the four types of work described on page 2.

Many school districts in Wisconsin use the following six career clusters to help students explore all the career possibilities open to them. You will want to choose high school courses which support your career interest. The following provides a definition of each cluster along with a sampling of jobs in the cluster:*

Agriculture/Natural Resources Cluster–Careers in this cluster are related to agriculture, the environment, and natural resources. This cluster also includes animal science, forestry, horticulture, and wildlife management. A sample of careers in this cluster include: veterinary attendant, park worker, landscape gardener, florist, farm supervisor, dairy technologist, taxidermist, wildlife manager, dairy manager, park naturalist, and agricultural engineer.

Arts and Communications Cluster–Careers in this cluster are linked to the humanities and include performing and visual arts as well as the communications media. People in these careers share emotions, ideas, information, and innovations. Careers in this cluster include those in creative writing, landscape architecture, dance, editing, film, fine arts, graphic arts, journalism, comedy, fashion design, public speaking, production, design, music, photography, radio, and telecommunications.

Business and Marketing Cluster–Careers in this cluster are in the fields of business and marketing. They include accounting, administrative support, advertising, computer science, distribution, finance, insurance, internal business, management, marketing research, merchandising, personnel, purchasing, real estate sales, and tourism. Workers in this cluster operate computers and other business machines; enjoy working with numbers, records, and reports; are comfortable performing detailed work; and are frequently seen as leaders by their peers.

Health and Medical Cluster–Workers in this cluster provide a variety of services for the sick, injured, and disabled. A sample of careers include those in dietetics, pharmacy, dentistry, optometry, radiology, biomedical research, and substance abuse. Workers in this cluster help people who are sick, injured or disabled; find creative solutions to problems; search for answers to complex problems; work with people; and keep good records.

Human Services Cluster – These careers provide services related to people's needs, desires, welfare, and personal safety. People who work in this area enjoy working with people; are disciplined, hard-working, and helpful; are able to get along with a wide variety of people; have leadership ability; are patient and polite; are able to make decisions; and are dependable. People in these jobs will be working in the hospitality and recreation field, public and community services, education, or family/consumer and personal service areas. Jobs in this area include but are not limited to: postal worker, social worker, police officer, lawyer, teacher, photographer, home caterer, armed services, waiter or waitress, health fitness worker, divorce mediator, economist, school counselor, and psychologist.

Technology, Engineering, and Scientific Cluster–This career cluster is concerned with the evolution, utilization, and significance of science, mathematics, technology, and its use in industry. People who work in this area like working with their hands or machines; have aptitudes in math or science; have the ability to be accurate; solve problems; use good judgment; communicate well; and/or analyze problems. Jobs in this cluster include but are not limited to: machine tool operator, heavy equipment worker, electromechanical archeologist, physicist, technician, laser/fiber optics technician, CAD specialist, biomedical engineer, plant manager, traffic engineer, and mathematician.

**Career Cluster Guidebook* by Judith Ettinger, Ph.D., Center on Education and Work, University of Wisconsin-Madison, 1998.

What might I like to do?

Four short years from now, you will receive your high school diploma. Tests like the ACT or SAT and your choices of courses may determine how many doors that diploma opens for you. By making wise decisions now, you will have greater opportunities.

What must I take?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what career choice you make.

Whether you choose to go to a technical college, a two- or four-year college or university, the military, an adult apprenticeship, or into a career immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from among many career options.

Each college and university has formal entrance requirements; ask your guidance counselor for more information.

You Need an Understanding of:		Required Years*	Additional Requirements	Technical College	4-Yr. College**
English	Reading/literature, writing, oral language, media and technology, grammar, and research and inquiry	4		4	4
Social Studies	Geography, history, political science and citizenship, economics, and the behavioral sciences	3		3	3
Mathematics	Mathematical process, number operations and relationships, geometry, measurement, statistics and probability, algebraic relationships	2		2	3
Science	Science connections, nature of science, inquiry, physical, earth and space, life and environmental, applications, and personal and social perspectives	2		2	3
Physical Education	Active lifestyle and physical skill development, and health-enhancing fitness	1.5			
Health	Health promotion and disease prevention, health behaviors, health literacy and services, and advocacy for personal, family, school, and community health	.5			
Electives	Vocational education, driver's education, music, and visual and performing art			varies	varies
Foreign Languages	How to communicate with other cultures				varies
Computer Science and Literacy	Keyboarding, computer operations and terminology, problem-solving, applying computer technology, testing software, and social and economic impact of computers			varies	varies

**Required by Wisconsin statute; local districts may have additional requirements.*
***General recommendations.*

What electives are offered in high school?

In addition to a certain number of required courses, you will have an opportunity to choose other courses to complete your schedule. These are called electives.

Taking electives is a good way to sample an area to see if you have a talent or interest in that area. It may open a career door you never considered before. Typical electives and their descriptions follow. Check with your school counselor to find out which of these are available in your high school.

Agriculture Education–study of international agriculture, technology, agriscience and production, ecology, environmental issues, business management and marketing, leadership, community development and citizenship with application and integration of other subjects such as social studies, English/language arts, mathematics, and science.

Art–study of art, design, visual culture and visual communication including fine arts (painting and sculpture); design arts (architecture, graphic design, and product design); and media arts (film, television, and computer graphics).

Business Education–study for and about business, accounting, keyboarding, computer use, American enterprise, and business concepts; preparing for a job; and basic business in reading, writing, speaking, listening, and mathematics with application and integration of other subjects such as social studies, English/language arts, mathematics, and science.

Computer Education–study of computer hardware and software; data entry; using applications of software; problem-solving; and computer programming.

Environmental Education–study of the earth's environment; problem-solving and decision-making about environmental issues and how they relate to lifestyle; and how to balance society's quality of life with the quality of the environment.

Family and Consumer Education–study of relationships among individuals, families, and the community environments in which they live, work, and contribute with application and integration of other subjects such as social studies, English/language arts, mathematics, and science. Two areas of emphasis are the family setting and careers in family and consumer services.

Foreign Languages–learning to communicate in another language and learning about other cultures (including Chinese, French, German, Japanese, Latin, Russian, and Spanish) to participate better in our global community.

Marketing Education–study of marketing, management, entrepreneurship, sales, promotion, marketing research, global marketing, leadership and technology with application and integration of other subjects such as social studies, English/language arts, mathematics, and science.

Music–study of instrumental and choral performing groups and courses such as composing and improvising, keyboard or guitar, music history, computed electronic music, in all of which students perform, create, and respond to music.

Physical Education–study of physical fitness and body development; sports, skills, and games; lifetime, leisure, recreational, and outdoor activities; rhythm; aquatics; and gymnastics.

Technology Education–study of delivering technological literacy to all students with application and integration of other subjects such as social studies, English/language arts, mathematics, and science.

How am I doing?

During eighth and tenth grade, you take the Wisconsin Student Assessment System (WSAS) achievement tests in mathematics, reading, English, and science. The tests include assessments that help you find out about your interests, study skills, and plans for high school. The achievement test results will give you a good idea of how well you have prepared for the school work ahead of you. Your counselor and teachers can help you interpret the results and plan your high school courses.

You will find that many of the decisions you will face in the next few years about technical colleges, apprenticeships, universities, or work will depend, in part, on your performance on tests. It is important to prepare yourself in school so that you can do well on these tests.

BEST COPY AVAILABLE

What skills must I have?

Employers identify nine skills that are important for all workers to acquire, no matter how much education they may have. As you begin to think about what you would like to do after high school, you must think about the employability skills you need to get a job and keep it. Ask yourself the following questions:

- ❑ **Do I have a good work ethic?** Am I reliable and dependable? Am I patient and mature? Do I accept responsibility for my actions?
- ❑ **Am I committed to my work?** Do I give my best effort while striving to improve?
- ❑ **Can I communicate effectively?** Can I write and speak clearly and effectively? Do I listen and then respond?
- ❑ **Am I able to work effectively with others?** Can I accept authority and supervision? assignments? criticism? Can I work as part of a team? Do I respect others, regardless of race, religious belief, disability, etc.
- ❑ **Am I responsible?** Can I organize my work and manage my time? Am I accurate, precise, and neat?
- ❑ **Will I have the skills to seek, get, and keep a job?** Will I be able to fill out a job application, develop an application letter, and write a resumé? Will I be able to do a job search and "sell myself" in an interview?
- ❑ **Can I solve problems?** Do I understand rules and procedures? Can I apply basic skills to my specific job?
- ❑ **Do I have good health and safety habits?** Do I know how to follow safety rules? Can I handle pressure?
- ❑ **Do I have positive personal qualities?** Do I feel good about myself? Do I have goals? Am I able to motivate myself? Am I honest?

For you:

- ❑ I have considered my interests and my academic strengths and weaknesses.
- ❑ The three most important things I need to remember about myself as I make career decisions are:

  _____

  _____

  _____
- ❑ My life goals include:

  _____
- ❑ Additional skills and knowledge I will need to fulfill my goals are:

  _____
- ❑ I know I will need a degree, certification, specialized training, apprenticeship or work experience in:

  _____
- ❑ Extracurricular experiences and community service in which I plan to participate to support my career goals are:

  _____
- ❑ Areas I still need help in from my parents, counselors, and/or teachers include:

  _____

For you and your parent(s) or guardian(s):

- ❑ I have read this booklet and understand the general high school graduation requirements, high school courses my child needs to take to meet his or her goals, and postsecondary requirements that will be needed for my child to fulfill his/her goals.
- ❑ I understand that in order for my child to graduate from high school he/she must meet our school district's credit requirements.
- ❑ I have discussed this booklet with my child and together we have determined high school and career plans he/she will be pursuing.
- ❑ I know the names of the high school counselors and understand that I can contact them for assistance in career and educational planning for my child.

Contacts for college, career, and apprenticeship help...

This document is available in a PDF file on the Department of Public Instruction's website at www.dpi.state.wi.us/dpi/dlsis/let/lespghsp.html. Information contained in this guide has been written and prepared by personnel at the Department of Public Instruction. In addition, readers are encouraged to review the DPI homepage (www.dpi.state.wi.us) for other information of interest.

Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(800) 441-4563

University of Wisconsin Colleges
Contact your school counselor(s) about the two-year centers, or write or call:

University of Wisconsin Colleges
780 Regent Street
P.O. Box 8680
Madison, WI 53708-8680
(608) 262-1783
Internet: www.uwc.edu

University of Wisconsin System
Contact Higher Education Location Program (HELP), your school counselor, or local UW System campus admissions office for *Introduction to the University of Wisconsin System and 1998-99 Gearing Up For College* or contact:

Higher Education Location Program (HELP)
432 North Lake Street
Madison, WI 53706
HELP: (800) 442-6459
(608) 263-4567 (Madison area)
(800) 442-4621 (Telecommunication Device for the Deaf)
(M-Th: 8 a.m. to 6 p.m.; F: 8 a.m. - 4:30 p.m.)
Internet: www.uwhelp.wisconsin.edu

Wisconsin Career Information System (WCIS)
Contact your school counselor about this program or contact WCIS directly:

Wisconsin Career Information System
1025 West Johnson Street, Room 1074
Madison, WI 53706
(608) 263-5618
(800) 446-0399
Internet: www.cew.wisc.edu/wcis

Wisconsin Association of Independent Colleges and Universities
Contact your school counselor or local independent college or university for *Guide to Admissions and Financial Aid* or for individual college catalogs and videocassettes:

Wisconsin Association of Independent Colleges and Universities
16 North Carroll Street, Suite 200
Madison, WI 53703-2783
(608) 256-7761
Internet: www.marquette.edu/waicu/

Wisconsin Technical College System
Contact your school counselor, local library, or local technical college for the 1998-99 Wisconsin Technical College System's (WTCS) Guide:

Wisconsin Technical College System
310 Price Place
P.O. Box 7874
Madison, WI 53707-7874
(800) 320-8324
Internet: www.tec.wi.us

Apprenticeships:
Contact your school counselor about apprenticeship opportunities or write for information from this office:

Department of Workforce Development
Bureau of Apprenticeship Standards
P.O. Box 7972
Madison, WI 53707-7972
(608) 266-3332
Internet: www.dwd.state.wi.us/dweappr

Career Centers:
Contact your school counselor about the location of the eleven career centers in Wisconsin or contact:

Department of Workforce Development
Division of Connecting Education & Work
P.O. Box 7946
Madison, WI 53707-7946
(608) 264-8744
Internet: www.dwd.state.wi.us/careers/

For more information...

This booklet is meant to help you think about your lifework options and plan your high school courses to achieve your goals. Additional information about courses needed to enter public or private universities, technical colleges, military service, or the workplace is available from your high school counselor or by visiting one of the state's eleven career centers. Ask your school counselor about job shadowing, co-ops, certified co-ops, youth apprenticeships, service learning, and other work experience programs. There are many programs that can prepare you for your life's work.

September 1999

The Wisconsin Department of Public Instruction does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, or handicap.